

## Oakland Elementary

2728 Arlington Drive  
Charleston, SC 29414

|                       |                              |              |
|-----------------------|------------------------------|--------------|
| <b>Grades</b>         | PK-4 Elementary School       |              |
| <b>Enrollment</b>     | 345 Students                 |              |
| <b>Principal</b>      | Deitra Brown                 | 843-763-1510 |
| <b>Superintendent</b> | Dr. Maria L. Goodloe-Johnson | 843-937-6319 |
| <b>Board Chair</b>    | Ms. Nancy Cook               | 843-760-2635 |

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0         | 19   | 57      | 22            | 1              |

### IMPROVEMENT RATING

EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2002</b> | Average                | Average                   | N/A                             |
| <b>2003</b> | Average                | Excellent                 | No                              |
| <b>2004</b> | Average                | Excellent                 | Yes                             |
| <b>2005</b> | Good                   | Excellent                 | Yes                             |

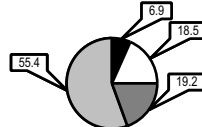
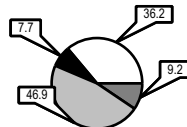
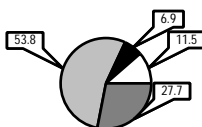
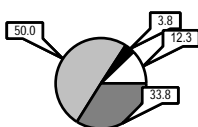
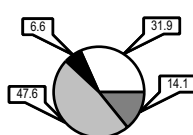
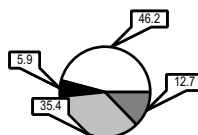
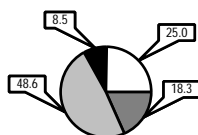
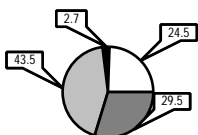
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

|  |                    |   |
|--|--------------------|---|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|  | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| <b>English/Language Arts – State Performance Objective = 38.2%</b> |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 138   | 99.3            | 11.6                 | 50.4           | 34.1                | 3.9               | 53.5  | Yes                                  | Yes                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 69  | 98.6            | 20.6                 | 52.4           | 25.4                | 1.6               | 46.0  |                                      |  |
| Female   | 69  | 100.0           | 3.0                  | 48.5           | 42.4                | 6.1               | 60.6  |                                      |  |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 30  | 100.0           | 7.4                  | 55.6           | 29.6                | 7.4               | 59.3  | I/S                                  | I/S                                    |
| African American   | 104   | 99.0            | 12.0                 | 49.0           | 36.0                | 3.0               | 53.0  | Yes                                  | Yes                                    |
| Asian/Pacific Islander   | 2   | 100.0           | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| Hispanic   | 2   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| American Indian/Alaskan  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not Disabled   | 112   | 99.1            | 6.7                  | 51.0           | 37.5                | 4.8               | 56.7  |                                      |  |
| Disabled   | 26  | 100.0           | 32.0                 | 48.0           | 20.0                | 0.0               | 40.0  | I/S                                  | I/S                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   |                                      |  |
| Non-Migrant  | 138   | 99.3            | 11.6                 | 50.4           | 34.1                | 3.9               | 53.5  |                                      |  |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | 4   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 134   | 99.3            | 11.1                 | 50.8           | 34.1                | 4.0               | 54.0  |                                      |  |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 79  | 100.0           | 7.8                  | 54.5           | 37.7                | 0.0               | 54.5  | Yes                                  | Yes                                    |
| Full-pay meals   | 59  | 98.3            | 17.3                 | 44.2           | 28.8                | 9.6               | 51.9  |                                      |  |

|  |     |       |      |      |      |      |      |     |     |
|--|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics – State Performance Objective = 36.7%</b> |     |       |      |      |      |      |      |     |     |
| All Students   | 138 | 100.0 | 11.5 | 53.8 | 27.7 | 6.9  | 50.0 | Yes | Yes |
| <b>Gender</b>  |     |       |      |      |      |      |      |     |     |
| Male   | 69  | 100.0 | 15.6 | 54.7 | 23.4 | 6.3  | 46.9 |     |     |
| Female   | 69  | 100.0 | 7.6  | 53.0 | 31.8 | 7.6  | 53.0 |     |     |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White  | 30  | 100.0 | 7.4  | 40.7 | 33.3 | 18.5 | 70.4 | I/S | I/S |
| African American   | 104 | 100.0 | 11.9 | 58.4 | 25.7 | 4.0  | 44.6 | Yes | Yes |
| Asian/Pacific Islander                                   | 2   | 100.0 | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| Hispanic   | 2   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| American Indian/Alaskan                                  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not Disabled   | 112 | 100.0 | 8.6  | 53.3 | 29.5 | 8.6  | 52.4 |     |     |
| Disabled   | 26  | 100.0 | 24.0 | 56.0 | 20.0 | 0.0  | 40.0 | I/S | I/S |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |     |     |
| Non-Migrant  | 138 | 100.0 | 11.5 | 53.8 | 27.7 | 6.9  | 50.0 |     |     |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | 4   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Non-Limited English Proficient                           | 134 | 100.0 | 11.0 | 55.1 | 26.8 | 7.1  | 49.6 |     |     |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals   | 79  | 100.0 | 11.7 | 59.7 | 24.7 | 3.9  | 44.2 | Yes | Yes |
| Full-pay meals   | 59  | 100.0 | 11.3 | 45.3 | 32.1 | 11.3 | 58.5 |     |     |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|                                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>Science</b>                 |   |                 |                      |                |                     |                   |                                      |
| All Students                   | 138   | 100.0           | 36.2                 | 46.9           | 9.2                 | 7.7               | 16.9                                 |
| <b>Gender</b>                  |   |                 |                      |                |                     |                   |                                      |
| Male                           | 69  | 100.0           | 48.4                 | 42.2           | 3.1                 | 6.3               | 9.4                                  |
| Female                         | 69  | 100.0           | 24.2                 | 51.5           | 15.2                | 9.1               | 24.2                                 |
| <b>Racial/Ethnic Group</b>     |   |                 |                      |                |                     |                   |                                      |
| White                          | 30  | 100.0           | 22.2                 | 40.7           | 18.5                | 18.5              | 37.0                                 |
| African American               | 104   | 100.0           | 38.6                 | 49.5           | 6.9                 | 5.0               | 11.9                                 |
| Asian/Pacific Islander         | 2   | 100.0           | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Hispanic                       | 2   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| American Indian/Alaskan        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Disability Status</b>       |   |                 |                      |                |                     |                   |                                      |
| Not Disabled                   | 112   | 100.0           | 31.4                 | 48.6           | 10.5                | 9.5               | 20.0                                 |
| Disabled                       | 26  | 100.0           | 56.0                 | 40.0           | 4.0                 | 0.0               | 4.0                                  |
| <b>Migrant Status</b>          |   |                 |                      |                |                     |                   |                                      |
| Migrant                        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Migrant                    | 138   | 100.0           | 36.2                 | 46.9           | 9.2                 | 7.7               | 16.9                                 |
| <b>English Proficiency</b>     |   |                 |                      |                |                     |                   |                                      |
| Limited English Proficient     | 4   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Non-Limited English Proficient | 134   | 100.0           | 35.4                 | 48.0           | 8.7                 | 7.9               | 16.5                                 |
| <b>Socio-Economic Status</b>   |   |                 |                      |                |                     |                   |                                      |
| Subsidized meals               | 79  | 100.0           | 41.6                 | 46.8           | 6.5                 | 5.2               | 11.7                                 |
| Full-pay meals                 | 59  | 100.0           | 28.3                 | 47.2           | 13.2                | 11.3              | 24.5                                 |

|                                |     |       |      |      |      |      |      |
|--------------------------------|-----|-------|------|------|------|------|------|
| <b>Social Studies</b>          |     |       |      |      |      |      |      |
| All Students                   | 138 | 100.0 | 18.5 | 55.4 | 19.2 | 6.9  | 26.2 |
| <b>Gender</b>                  |     |       |      |      |      |      |      |
| Male                           | 69  | 100.0 | 23.4 | 56.3 | 10.9 | 9.4  | 20.3 |
| Female                         | 69  | 100.0 | 13.6 | 54.5 | 27.3 | 4.5  | 31.8 |
| <b>Racial/Ethnic Group</b>     |     |       |      |      |      |      |      |
| White                          | 30  | 100.0 | 25.9 | 33.3 | 22.2 | 18.5 | 40.7 |
| African American               | 104 | 100.0 | 15.8 | 61.4 | 18.8 | 4.0  | 22.8 |
| Asian/Pacific Islander         | 2   | 100.0 | N/A  | N/A  | N/A  | N/A  | N/A  |
| Hispanic                       | 2   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| American Indian/Alaskan        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| <b>Disability Status</b>       |     |       |      |      |      |      |      |
| Not Disabled                   | 112 | 100.0 | 14.3 | 56.2 | 21.9 | 7.6  | 29.5 |
| Disabled                       | 26  | 100.0 | 36.0 | 52.0 | 8.0  | 4.0  | 12.0 |
| <b>Migrant Status</b>          |     |       |      |      |      |      |      |
| Migrant                        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| Non-Migrant                    | 138 | 100.0 | 18.5 | 55.4 | 19.2 | 6.9  | 26.2 |
| <b>English Proficiency</b>     |     |       |      |      |      |      |      |
| Limited English Proficient     | 4   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Non-Limited English Proficient | 134 | 100.0 | 18.1 | 55.9 | 19.7 | 6.3  | 26.0 |
| <b>Socio-Economic Status</b>   |     |       |      |      |      |      |      |
| Subsidized meals               | 79  | 100.0 | 19.5 | 59.7 | 19.5 | 1.3  | 20.8 |
| Full-pay meals                 | 59  | 100.0 | 17.0 | 49.1 | 18.9 | 15.1 | 34.0 |

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              | Grade | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| <b>English/Language Arts</b> |       |  |          |               |         |              |            |                              |
| 2004                         | 3     | 83   | 100.0    | 28.8          | 40.0    | 31.3         | N/A        | 31.3                         |
|                              | 4     | 76   | 100.0    | 21.6          | 52.7    | 25.7         | N/A        | 25.7                         |
|                              | 5     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 3     | 63   | 100.0    | 11.7          | 36.7    | 43.3         | 8.3        | 51.7                         |
|                              | 4     | 75   | 98.7     | 11.6          | 62.3    | 26.1         | 0.0        | 26.1                         |
|                              | 5     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Mathematics</b>           |       |  |          |               |         |              |            |                              |
| 2004                         | 3     | 83   | 100.0    | 20.0          | 71.3    | 5.0          | 3.8        | 8.8                          |
|                              | 4     | 76   | 100.0    | 17.6          | 44.6    | 20.3         | 17.6       | 37.8                         |
|                              | 5     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 3     | 63   | 100.0    | 3.3           | 60.0    | 28.3         | 8.3        | 36.7                         |
|                              | 4     | 75   | 100.0    | 18.6          | 48.6    | 27.1         | 5.7        | 32.9                         |
|                              | 5     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Science</b>               |       |  |          |               |         |              |            |                              |
| 2004                         | 3     |  |          |               |         |              |            |                              |
|                              | 4     |  |          |               |         |              |            |                              |
|                              | 5     |  |          |               |         |              |            |                              |
|                              | 6     |  |          |               |         |              |            |                              |
|                              | 7     |  |          |               |         |              |            |                              |
|                              | 8     |  |          |               |         |              |            |                              |
| 2005                         | 3     | 63   | 100.0    | 30.0          | 51.7    | 13.3         | 5.0        | 18.3                         |
|                              | 4     | 75   | 100.0    | 41.4          | 42.9    | 5.7          | 10.0       | 15.7                         |
|                              | 5     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Social Studies</b>        |       |  |          |               |         |              |            |                              |
| 2004                         | 3     |  |          |               |         |              |            |                              |
|                              | 4     |  |          |               |         |              |            |                              |
|                              | 5     |  |          |               |         |              |            |                              |
|                              | 6     |  |          |               |         |              |            |                              |
|                              | 7     |  |          |               |         |              |            |                              |
|                              | 8     |  |          |               |         |              |            |                              |
| 2005                         | 3     | 63   | 100.0    | 21.7          | 56.7    | 16.7         | 5.0        | 21.7                         |
|                              | 4     | 75   | 100.0    | 15.7          | 54.3    | 21.4         | 8.6        | 30.0                         |
|                              | 5     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

|   | <b>Our School</b>      | <b>Change from Last Year</b> | <b>Elementary Schools with Students Like Ours</b> | <b>Median Elementary School</b> |
|---|------------------------|------------------------------|---|---------------------------------|
| <b>Students (n= 345)</b>  |                        |                              |   |                                 |
| First graders who attended full-day kindergarten                                | 100.0%                 | Up from 91.0%                | 100.0%  | 100.0%                          |
| Retention rate  | 4.5%                   | Up from 4.4%                 | 3.5%  | 3.0%                            |
| Attendance rate   | 96.2%                  | Down from 98.7%              | 96.0%   | 96.3%                           |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 3.7%                   | Down from 9.5%               | 4.1%  | 3.7%                            |
| Students with disabilities other than speech taking PACT (Math) off grade level | 3.6%                   | Down from 7.6%               | 3.6%  | 3.2%                            |
| Eligible for gifted and talented  | 6.4%                   | Up from 4.3%                 | 9.3%  | 12.0%                           |
| On academic plans   | N/AV                   | N/AV                         | N/A   | N/AV                            |
| On academic probation   | N/AV                   | N/AV                         | N/A   | N/AV                            |
| With disabilities other than speech   | 9.0%                   | Down from 12.6%              | 9.3%  | 8.2%                            |
| Older than usual for grade  | 0.6%                   | Down from 2.0%               | 1.2%  | 0.9%                            |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 2.0%                   | Up from 0.0%                 | 0.0%  | 0.0%                            |
| <b>Teachers (n= 31)</b>   |                        |                              |   |                                 |
| Teachers with advanced degrees  | 45.2%                  | Down from 48.6%              | 48.1%   | 52.6%                           |
| Continuing contract teachers  | 90.3%                  | Up from 89.2%                | 84.3%   | 83.3%                           |
| Highly qualified teachers   | 93.1%                  | Up from 89.5%                | 94.2%   | 93.5%                           |
| Teachers with emergency or provisional certificates                             | 0.0%                   | Down from 3.0%               | 0.0%  | 0.0%                            |
| Teachers returning from previous year   | 83.1%                  | No change                    | 86.2%   | 87.0%                           |
| Teacher attendance rate   | 96.5%                  | Up from 94.1%                | 94.8%   | 95.0%                           |
| Average teacher salary  | \$41,257               | Up 3.7%                      | \$40,898  | \$41,703                        |
| Prof. development days/teacher  | 15.6 days              | Up from 14.6 days            | 13.4 days   | 12.8 days                       |
| <b>School</b>   |                        |                              |   |                                 |
| Principal's years at school   | 4.0                    | Up from 3.0                  | 4.0   | 4.0                             |
| Student-teacher ratio in core subjects  | 17.1 to 1              | No change                    | 18.5 to 1   | 18.8 to 1                       |
| Prime instructional time  | 92.2%                  | Up from 91.2%                | 89.4%   | 89.8%                           |
| Dollars spent per pupil*  | \$7,082                | Up 16.1%                     | \$6,238   | \$6,242                         |
| Percent of expenditures for teacher salaries*                                   | 71.6%                  | Up from 70.9%                | 64.4%   | 65.8%                           |
| Opportunities in the arts   | Good                   | No change                    | Good  | Good                            |
| Parents attending conferences   | 99.0%                  | No change                    | 99.0%   | 99.0%                           |
| SACS accreditation  | No                     | No change                    | Yes   | Yes                             |
| Character development program   | Excellent              | No change                    | Good  | Good                            |
| * Prior year audited financial data are reported.                               |                        |                              |   |                                 |
|   | <b>Our District</b>    |                              | <b>State</b>                                      |                                 |
| Highly qualified teachers in low poverty schools                                | 78.6%                  |                              | 89.4%   |                                 |
| Highly qualified teachers in high poverty schools                               | 81.4%                  |                              | 90.1%   |                                 |
|   | <b>State Objective</b> |                              | <b>Met State Objective</b>                        |                                 |
| Highly qualified teachers in this school  | 65.0%                  |                              | Yes   |                                 |
| Student attendance in this school   | 95.3%                  |                              | Yes   |                                 |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Oakland Elementary School has a long, rich history of meeting the needs of children in its community. Oakland is located in the West Ashley area of Charleston. We serve a student population that comes from a wide range of cultural and socio-economic backgrounds. Our school educates students in Early Childhood Development, Orthopedically Impaired, Learning Disabled, Speech, Child Development, and Kindergarten through Fourth Grade classes. Administrators, teachers, and staff make our school a positive place for students, parents, and families within our community.

Oakland offers a traditional education focusing on the basics, while enhancing the curriculum with technology, creative arts, and many other programs. Oakland has enriched its academic curriculum by its inclusion in a five school, three-year Arts in Education Grant worth approximately one million dollars. This grant has enabled us to infuse drama, dance, visual arts, Suzuki strings, and more into the core instructional areas. This better meets the needs of our students by tapping into their talents and multiple intelligences. Oakland has also received a Comprehensive School Reform Grant (CSRG). The web-based CompassLearning Program has enable us to tailor remediation, practice, and enrichment activities for all of our students. Parents access the program and monitor student progress remotely as well as at our school.

Oakland has repeatedly received recognition for excellence at the state, local, and national levels. Some of the significant accomplishments include being a National Blue Ribbon School Winner and receiving numerous Exemplary Writing Awards. We have also been recognized by Charleston County: A Community of Readers as having an outstanding reading program. For the last two years, we have earned the Palmetto Gold Award for our high academic achievement. We have also met 100% of the NCLB, Average Yearly Progress (AYP) indicators and have been recognized by the Education Oversight Committee (EOC) for Closing the Achievement Gap for Historically Underachieving Students.

The goals established this year pertaining to academic performances are (1) students performing in the proficient and advanced levels on the PACT standardized assessment will continue to increase by 5% and (2) students performing below basic will continue to decrease by a minimum of 5%.

Oakland has a highly skilled staff committed to providing a strong educational program with elevated expectations for student achievement. "Teaching Tigers to Triumph" is the motto that drives us to furnish an excellent instructional curriculum as well as a safe, friendly, and inviting learning environment.

Earl N. Choice, Principal  
Essence Fyfe, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 29       | 68        | 53       |
| Percent satisfied with learning environment            | 89.7%    | 78.5%     | 92.2%    |
| Percent satisfied with social and physical environment | 96.4%    | 79.1%     | 92.2%    |
| Percent satisfied with school-home relations           | 79.3%    | 76.9%     | 80.0%    |

\*Only students at the highest elementary school grade level at this school and their parents were included.